



St. Mary's Catholic Primary School - Year 6 Curriculum Map

2018-2019

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	Creation Sacraments	Prayers, Saints & Feasts Advent	Christmas Judaism Revelation	Lent Holy Week Easter	Pentecost and Mission	Sacraments
Class Story Books/ Author	The Explorer by Katherine Rundell	Clockwork by Philip Pullman The Call by Charlotte Mew	The Adventures of Odysseus by Hugh Lupton Great Expectations extract by Charles Dickens	Floodland by Marcus Sedgwick The inchcape Rock by Robert Southey	The Boy in the Striped Pyjamas by John Boyne Extracts from Goodnight Mr Tom by Michelle Magorian	The Girl of Ink and Stars
Reading (may be taught in different order based on AFL)	Retrieves, records and presents information from non-fiction; applies skills in other subjects Increase familiarity with wide range of texts Summarise main ideas drawn from more than one paragraph Compare characters discuss viewpoints within a text and across more than one text Provide reasoned justifications for their views about a book Understand appropriate terminology to discuss texts - metaphor, simile, analogy, imagery, style and effect) Steps to Success for reading SATS stylequestions	Retrieves, records and presents information from non-fiction; applies skills in other subjects Increase familiarity with wide range of texts Summarise main ideas drawn from more than one paragraph Compare characters discuss viewpoints within a text and across more than one text Provide reasoned justifications for their views about a book Understand appropriate terminology to discuss texts - metaphor, simile, analogy, imagery, style and effect) Steps to Success for reading SATS style questions Headstart cmprehension	Retrieves, records and presents information from non-fiction; applies skills in other subjects Increase familiarity with wide range of texts Summarise main ideas drawn from more than one paragraph Compare characters discuss viewpoints within a text and across more than one text Provide reasoned justifications for their views about a book Understand appropriate terminology to discuss texts - metaphor, simile, analogy, imagery, style and effect) Steps to Success for reading SATS style questions Headstart cmprehension	Retrieves, records and presents information from non-fiction; applies skills in other subjects Increase familiarity with wide range of texts Summarise main ideas drawn from more than one paragraph Compare characters discuss viewpoints within a text and across more than one text Provide reasoned justifications for their views about a book Understand appropriate terminology to discuss texts - metaphor, simile, analogy, imagery, style and effect) Steps to Success for reading SATS style questions Headstart cmprehension	Retrieves, records and presents information from non-fiction; applies skills in other subjects Increase familiarity with wide range of texts Summarise main ideas drawn from more than one paragraph Compare characters discuss viewpoints within a text and across more than one text Provide reasoned justifications for their views about a book Understand appropriate terminology to discuss texts - metaphor, simile, analogy, imagery, style and effect) Steps to Success for reading SATS style questions Headstart cmprehension	Retrieves, records and presents information from non-fiction; applies skills in other subjects Increase familiarity with wide range of texts Summarise main ideas drawn from more than one paragraph Compare characters discuss viewpoints within a text and across more than one text Provide reasoned justifications for their views about a book Understand appropriate terminology to discuss texts - metaphor, simile, analogy, imagery, style and effect) Steps to Success for reading SATS style questions

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Composition Writing (May be taught on different order based on AFL)	Linked to Brazil <u>Genre</u> Non Chronological report English- Disney/Marvel Application : Topic Brazil <u>Focus</u> Cohesion (fronted adverbials, topic sentences etc.) <u>Genre</u> Narrative adventure English- slow writes and The Hunt story Application: slow writes in topic book <u>Focus</u> description of settings <u>Genre</u> Explanation leaflet Application: deforestation in topic book <u>Focus</u> Passive voice, causal conjunctions <u>Genre</u> Persuasive speech/letter English: speech and letter on deforestation Application: FairTrade letter in topic book <u>Focus</u> Structure and layout, AFOREST <u>Genre</u> Biography (Mary Anning) <u>Focus</u> Tense, third person, chronology	Linked to Clockwork: <u>Genre</u> Narrative English:one off as cold task <u>Focus</u> Dialogue, setting and character <u>Genre</u> Newspaper English: nursery rhyme character Application: Prince Otto's death and Prince Florian's rescue <u>Focus</u> Passive voice, shifts in formality <u>Genre</u> Persuasive advert English: short writes advert in topic book Application: Glockenheim in English book <u>Focus</u> Modal verbs, passive, persuasive techniques <u>Genre</u> Poetry English : cold task Application : Wolves attack <u>Focus</u> Simile, metaphor, rhythm RE <u>Genre</u> Report RE(Saints) Report Science (adaptation) <u>Focus</u> Formality, Cohesion,	Linked to Ancient Greece <u>Genre</u> Letter with formality shifts English: Letter from Penelope to Odysseus Application:L etter from battlefield of Marathon <u>Focus</u> Layout, shifts in formality, description <u>Genre</u> Comparative report on Athens and Sparta English: compare in short writes eg: fruits, houses Application: Athens and Sparta in topic book <u>Focus</u> Cohesion, comparative language Genre Narrative myth/quest English : slow writes Application : Quest adventure <u>Focus</u> Description, cohesion, integrating dialogue Extra applications Across other subjects: History <u>Genre</u> Diary of Odysseus <u>Focus</u> Formality, description <u>Genre</u> Explanation- Science investigation	Linked to Floodland <u>Genre</u> Narrative (warning tale) English:slow writes Application: narrative linked to Floodland <u>Focus</u> Description, action dialogue, flashback <u>Genre</u> Diary of character English: Zoe's diary <u>Focus</u> Time conjunctions, shifts in formality <u>Genre</u> Informal Formal Letter of complaint English: Cinema visit Application: Letter of complaint to agony aunt <u>Focus</u> Layout, formality, passive Across other subjects: Geography <u>Genre</u> Explanation <u>Focus</u> Passive voice, causal conjunctions Science <u>Genre</u> Instruction <u>Focus</u> imperative verbs, passive voice	Linked to WW2 <u>Genre</u> Diary entry: Application: Diary of an evacuee in topic book <u>Focus</u> Informal, factual <u>Genre</u> Explanation English : how a teacher pleaser works (short write) Application: How a Morrison shelter works in topic book and explanations on causes of WW2 <u>Focus</u> Passive voice, conjunctions <u>Genre</u> Non chronological report Application : The Blitz-in topic books <u>Focus</u> Cohesion (fronted adverbials, topic sentences etc.)cross other subjects: <u>Genre</u> Recount <u>Focus</u> Time conjunctions, cohesion History/Science <u>Genre</u> Interview <u>Focus</u> Open/ closed questions,	Separate units: <u>Genre</u> Biography : English : short write Application : Biography of Adolf Hitler or Winston Churchill <u>Focus</u> Passive, Causal conjunctions, time conjunctions, cohesion <u>Genre</u> Evil character narrative <u>Focus</u> Dialogue, action, description Transition units preparing for high school. Across other subjects: Art/DT <u>Genre</u> Evaluation/instruction <u>Focus</u> imperative verbs, passive voice PSHE To be confirmed as we develop topic further
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		Cohesion (fronted adverbials, topic sentences etc.)			layout, summary	
Phonics, Spelling, Punctuation and Grammar	<p>Spelling</p> <p>Words from statutory word lists</p> <p>Words ending ably, ible ibly</p> <p>Words ending able and ible</p> <p>Adding suffixes beginning with vowels to words ending in –fer</p> <p>SATS practice</p> <p>Punctuation and Grammar</p> <p>Sentence types (MC, __, __ AND __. MC, SC. MC CO-CO MC. MC SUB-CO SC. MC: __, __ AND __.)</p> <p>Types of words (nouns, adjectives, verbs, adverbs)</p> <p>Paragraphs, cohesive devices, verb forms, co-ordinating and subordinating conjunctions,</p> <p>Punctuation -</p> <p>Commas to separate clauses, Commas for</p>	<p>Spelling</p> <p>Words from statutory word lists</p> <p>Homophones ('ce'/'se') Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</p> <p>Punctuation and Grammar</p> <p>Sentence types (SC, MC. MC – SC. MC, SC, MC. MC:MC. MC; MC.)</p> <p>Integrating dialogue, selecting formality, cohesive devices, passive voice, modal verbs, prepositional phrases, expanded noun phrases. (for AMA managing shifts in formality)</p> <p>Basic punctuation</p> <p>Formal and informal</p> <p>Direct and indirect speech</p> <p>Speech punctuation</p> <p>Punctuation – inverted commas, commas for clarity, punctuation for</p>	<p>Spelling</p> <p>Revise Words with 'ough' letter string words from statutory and personal spelling lists</p> <p>Words ending '-cial' and '-tial'</p> <p>Punctuation and Grammar</p> <p>Sentence types (MC:MC. MC; MC. __, __ AND __. MC, SC. MC CO-CO MC. MC SUB-CO SC.)</p> <p>Text Structure: paragraphs Layout devices: headings, sub-headings, columns, bullet points, tables</p> <p>Integrating dialogue, selecting formality, cohesive devices, passive voice, modal verbs, prepositional phrases, expanded noun phrases, managing shifts in formality, selecting verb forms for meaning and</p>	<p>Spelling</p> <p>Revise Spelling learning from the previous half term</p> <p>words from statutory and personal spelling lists</p> <p>Revise homophones covered in KS2</p> <p>Generating words from prefixes and roots</p> <p>Punctuation and Grammar</p> <p>Sentence types (MC, SC, MC. MC:MC. MC; MC. MC: __, __ AND __. SC, MC. MC – SC.)</p> <p>Higher-level punctuation: semicolon, colon and dash</p> <p>Integrating dialogue, selecting formality, cohesive devices, passive voice, modal verbs, prepositional phrases, expanded</p>	<p>Spelling</p> <p>Strategies for learning words: rare GPCs from statutory word list</p> <p>Words ending in 'ant', '-ance and '-ancy'</p> <p>Punctuation and Grammar</p> <p>Sentence types (MC, __, __ AND __. MC, SC. MC CO-CO MC. MC SUB-CO SC. MC: __, __ AND __.)</p> <p>Consolidation and application of skills</p> <p>Integrating dialogue, selecting formality, cohesive devices, passive voice, modal verbs, prepositional phrases, expanded noun phrases</p> <p>managing shifts in formality, selecting verb forms for meaning and effect.</p> <p>Punctuation – to select and use appropriate punctuation for effect.</p>	<p>Spelling</p> <p>Revise Spellings taught last half term</p> <p>: words from statutory and personal spelling lists</p> <p>Words ending '-ent', '-ence' and '-ency'</p> <p>Apply Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary): dictation</p> <p>Punctuation and Grammar</p> <p>Sentence types (SC, MC. MC – SC. MC, SC, MC. MC:MC. MC; MC.)</p> <p>Consolidation and application of skills</p> <p>Integrating dialogue, selecting formality, cohesive devices, passive voice, modal verbs, prepositional phrases, expanded</p>

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	lists, colon to introduce a list, capital letters, full stops, question marks, exclamation marks, apostrophes for contraction.	parenthesis (including dashes, brackets and commas) semi-colons, colons and hyphens.	effect. Punctuation – to select and use appropriate punctuation for effect.	noun phrases managing shifts in formality, selecting verb forms for meaning and effect. Punctuation – to select and use appropriate punctuation for effect.		noun phrases managing shifts in formality, selecting verb forms for meaning and effect. Punctuation – to select and use appropriate punctuation for effect.
Mathematics	NUMBER Place Value Multiplication Division Word Problems Factors and Multiples and Prime Numbers SPACE, SHAPE AND MEASURE Measurement	NUMBER Fractions SPACE, SHAPE AND MEASURE Area and Perimeter Volume	NUMBER Decimals Word Problems Percentages	NUMBER Ratio Algebra SPACE, SHAPE AND MEASURE Geometry	SPACE, SHAPE AND MEASURE Position and Movement STATISTICS Graphs and Averages NUMBER	Revision
Science		Evolution and Adaptation	Human Body Forces	Electricity		
Computing	E-safety	Coding	Basic CAD		Website design	
Geography	Brazil- South America : Physical/human features/deforestation / comparison with UK Fairtrade	Rivers				
History			Ancient Greece: The birth of Democracy, legacy of ancient Greece		World War 2	

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Art	Romero Britto –pop art	Clockwork art design		Floodland project design		
DT	Carnival masks	Cam toys	Hunger Games District modelling			
PE	Games: football Gymnastics: Floor work	Games: Basketball Dance: Street/hip hop	Games: Rugby/hockey Dance: Odysseus	Games: Volleyball/tennis Gymnastics: apparatus work	Games: Cricket	Games: Athletics
PHSE/SMSC	Healthy lifestyle	Keeping safe	Making a positive contribution	Medicines and drugs	Feelings and relationships	Growing and changing
Music	Rhythm – Djembe drumming. Reading and writing rhythms.	Class orchestra – Ensemble performance.	Peter & the Wolf (Radio plays) – Learning about instruments of the orchestra and leitmotifs	Peter & the Wolf (Radio plays) – Learning about instruments of the orchestra and leitmotifs	Ground bass and variations – Keyboard skills based on 2 handed playing. Exploring variations based on a melody.	Ground bass and variations – Keyboard skills based on 2 handed playing. Exploring variations based on a melody.
French						Les vêtements: Oracy, Literacy, Knowledge About Language (KAL) Language Learning Strategies (LLS), (clothing nouns, verbs, adjectives, magazine feature, fasion presentation, costs and Euro prices.

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